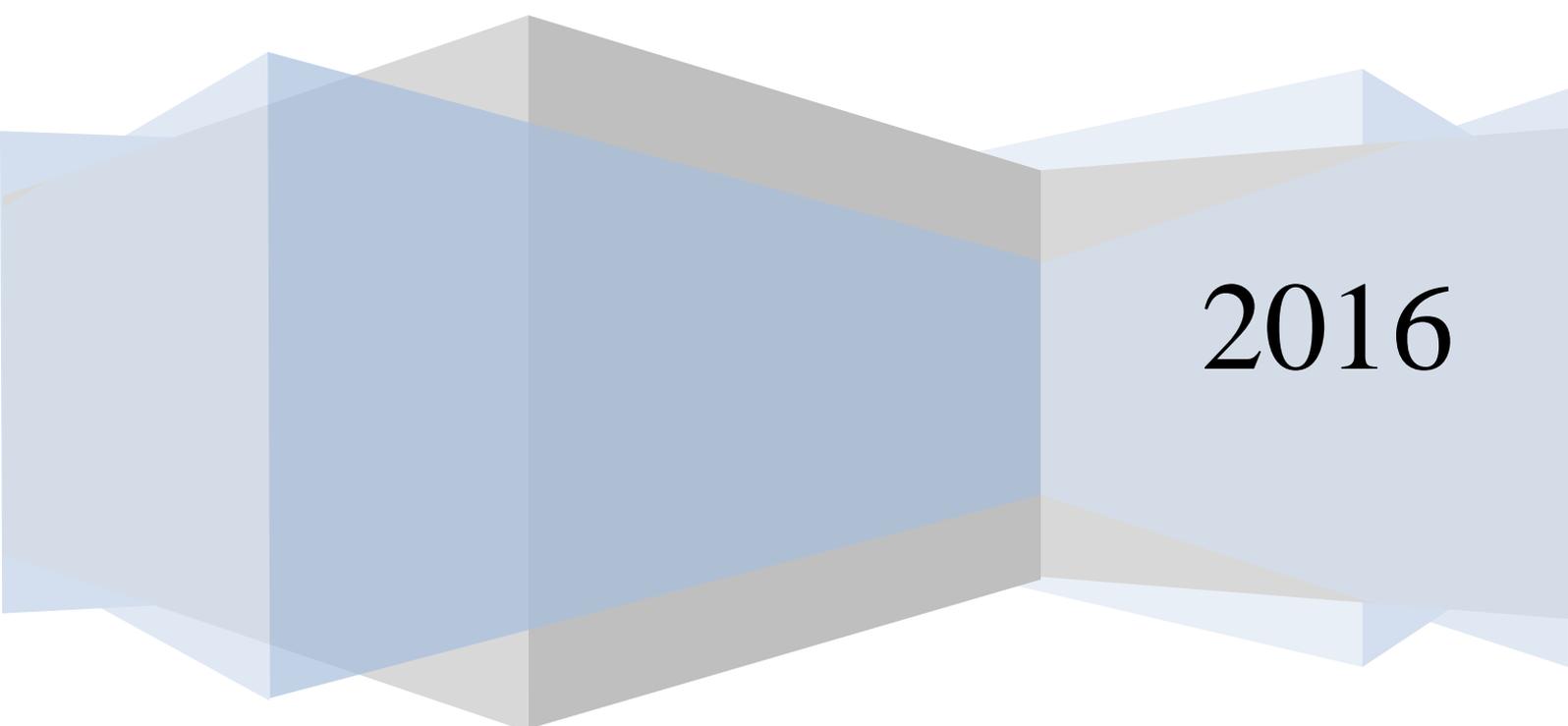


St Teresa of Lisieux Catholic Primary School

Behaviour Policy



2016

Behaviour Policy Document

Mission Statement

All things are possible when we love, learn and grow together.

We aim:

- To develop a sense of God's love as real, an understanding of the Catholic faith, the desire to pray and worship and a sense of duty and responsibility towards others.
- To create a safe, happy, exciting and challenging environment in which each child and adult is encouraged and enabled to reach their full potential.
- To develop and strengthen links with and between school, home, parish and the wider community.

Rationale

The achievement of a calm, exciting and orderly environment in school and in the classroom is vital to effective learning and teaching in our school.

The aims of our positive behaviour policy

- To create a calm, meaningful and thriving atmosphere within our school.
- To value each individual and their relative achievements.
- To ensure an independence, where each child can accept responsibility for their behaviour.
- To celebrate success in order to breed confidence and achieve more.
- To help children, staff and families feel a united part of our school.

It is important to recognise that whilst this policy will make clear expectations and sanctions, it also has to have the flexibility to be responsive to individual needs. Therefore the school adheres to legislation of the Disability Discrimination Act 2001 and the 2005 amendment. St. Teresa of Lisieux Catholic primary School will when required, make reasonable adjustments to ensure these children receive positive and inclusive experiences.

Implementing the Policy

Class teachers will discuss with their children during "Behaviour Week" at the start of the year how our school's **Mission Statement** can be incorporated to make the class a happy and cooperative environment.

- Each classroom will have a copy of the Mission Statement.
- Each classroom will have a Smiley Chart displayed
- Each classroom will have a "Time Out" table available
- Each classroom will have a behaviour book

Parents and Carers will always be informed and updated regarding the behaviour and consequences throughout the year during informal meetings with class teacher, or planned meetings/phone calls /letters home with Assistant, Deputy or Headteacher.

Positive Recognition

At St. Teresa of Lisieux we have high but clear expectations of our children in terms of behaviour. We feel it is important to use positive recognition and encouragement to lead our children into making positive and sensible choices in all aspects of school life.

We will strive to apply the rewards and sanctions of the behaviour policy in a fair and consistent manner, ensuring the children are clear and understand why an action may have been taken.

St. Teresa of Lisieux Catholic Primary School will recognise positive behaviour by:

Class and School Rewards

- Weekly Star Pupils
- Smilies given for positive behaviour
- Bronze, silver and gold certificates given out at assemblies for 100/200/300 smiles
- Parents/Carers invited to assemblies
- Attendance trophy and certificates for best class/s
- £10 class prize for reaching 100% attendance for a week
- Reward Day for all children staying in Green for half term
- Golden Time at end of week for all children in class who have had no Time Outs

At St. Teresa of Lisieux Catholic Primary School, we believe that a positive partnership between children, teachers and families will mean:

CHILDREN

- Learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their school work
- value the opinions of others
- take responsibility for our buildings and equipment
- Be the best they can be

PARENTS

- feel confident that their children are growing personally, socially and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's progress in a positive atmosphere

STAFF

- teach effectively with few behaviour problems
- meet the need of all pupils
- make positive contact with all parents
- develop personally and professionally

How we encourage good behaviour

As a school we try to:

- recognise and highlight good behaviour as it occurs
- ensure that all children are praised for behaving well
- ensure that criticism is constructive
- encourage children to be responsible for their own behaviour
- reward individual children and groups of children for behaving well

In our school, The Assistant Headteacher (Pastoral) will make regular visits to each class to monitor behaviour, and diffuse any potential problems from escalating.

How we try to stop inappropriate behaviour

We recognise that there will be occasions when the children may demonstrate inappropriate behaviour.

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimise them. Such times are:

- when waiting in line and moving about school (e.g. for assemblies, dinners)
- when going out to play and coming back in

We should also be aware of ways of defusing potentially "high risk" situations by removing individual children from a likely source of conflict (e.g. playground) for a short time. The child needs to see that this is not a punishment but is in order to prevent a problem occurring.

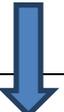
Assertive Mentoring

We aim to prevent inappropriate behaviour and encourage positive good behaviour by following our Assertive Mentoring Guide. The aim is to teach children to make good choices and therefore avoid getting into trouble. Good behaviour and good work bring rewards which will help them to feel more positive about their choices.

The rules apply throughout the school and playground. We hope that our children will learn to make good choices about their behaviour. (See attached Assertive Mentoring Guide.)

Review date February 2017

St. Teresa of Lisieux
Reward/Consequence Table

<p>Stage 1</p> 	<ul style="list-style-type: none"> • Smileys • Star Pupils • Certificates • Golden Time • Half termly reward
<p>Stage 2</p>	<p><u>Time Out A</u></p> <ul style="list-style-type: none"> • Verbal Warnings • 10 Minutes on table in class • Back to group table • Time Out A section completed in behaviour book 
<p>Stage 3</p>	<p><u>Time Out B</u></p> <ul style="list-style-type: none"> • Continued behaviour/or • 3 in a week • Paired Class for a maximum of 1 hour • Behaviour book • Parents informed 
<p>Stage 4</p>	<p><u>Time Out C</u></p> <ul style="list-style-type: none"> • Continued behaviour • Serious behaviour • Day with SLT • Letter sent home.. • Parent/Carer meet with SLT • Report/Support Card

Step 1 (Classroom teacher) Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 2 (Classroom teacher) Time Out (A)

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at isolation table.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file.
- **Put in Behaviour Book and Time out B sheet filled in and letter sent home**

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

Step 4 (SLT) Time Out (C)

- **INTERNAL EXCLUSION with SLT (Either that day or to be arranged)**
- Child escorted to a member of SLT.
- Parents informed of by letter.

For a regular offender:

- **PLACED ON REPORT**
- Discussion with SLT / Head/ SENCO/Mentors: consider support needed
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Referral to multi agencies i.e. Behaviour Support/Ernest Cookson

Step 5 (Head /SENCO)**Pastoral Support Programme (On Report)**

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- Pastoral meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Ernest Cookson
- Consider EHCP.(Educational Health Care Plan)
- Consider EHAT (Early Help Assessment Tool).
- Behaviour Card to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from Behaviour Card.

*If Behaviour card failed, move to **Step 6**.*

Step 6 (Headteacher)**Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.

If behaviour improves return to Behaviour Card

*If not move to **Step 7**.*

Step 7 (Headteacher)**Internal Exclusion** (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

*If behaviour improves return to class on a Behaviour Contract..If not move to **Step 8**.*

Following latest government guidance

Step 8 (Headteacher)**Fixed Short Term Exclusion** (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to Behaviour Card. If not move to **Step 9**.*

Step 9 (Headteacher)**Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstates or upholds the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from Behaviour Card.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstates or upholds exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.